Material Prescreen for English Learner Supports

Guidance for Reviewing EL Supports in Instructional Materials

California leads the country in its articulation of the importance of considering the needs of designated-English learners when selecting materials, and our guidance is designed to help districts make effective selections for programs that serve all students. Regardless of the adoption content area, districts should ensure that their team has familiarity with the English Language Development Framework. Placing your adoption work in the context of the English Language Development Framework can be good professional development for your teachers as well.

This resource is meant to support a prescreening of materials for English Learner support. We recommend the CCSESA ELA/ELD Toolkit for a more thorough and robust review process, including biliteracy materials review, once you've narrowed your materials down to a short list. We recommend English Learner Success Forum's guides for ELA and Math materials review for content specific guidance.

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General EL Supports

Regardless of content area, there are some key elements that your instructional materials should contain including: research-based strategies embedded into materials design, a focus on equitable access for all students, and compliance with state requirements. No materials will include everything necessary to support English Learners and match your district's specific needs, but you can use the rubric below to determine the frequency and depth of supports materials provide in order to support your adoption process.

District Data *Complete the following table prior to evaluating materials*						Material Title:
Total number of students			Types of EL programs offered	# schools offering program	# of teachers for this program	# of students served by program	Do materials support this program and how many daily/weekly instructional minutes are provided?
Percent of ELs			**Program 1: Basic ELA**				
Percent that are newcomers			**Program 2: Basic ELA/ELD**				
Percent that are LTELs			**Program 3: Basic Biliteracy**				
Percent reclassified annually			**Program 4: Intensive Intervention**				
Required designated ELD minutes			**Program 5: Specialized ELD**				

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Section 1: CA ELD Shifts & Standards

Do the materials reflect....	No Evidence	Some evidence	Ample evidence	Evidence
1.1 English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose? (Shift 1)				
1.2 An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary, and as inseparable from meaning? (Shift 2)				
1.3 Language acquisition as a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is essential? (Shift 3)				
1.4 Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices? (Shift 4)				
1.5 Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English? (Shift 5)				
1.6 Alignment to content area standards? (We recommend leveraging the CDE adoption recommendations and our reviews for this step.)				
1.7 Alignment to CA ELD Standards?				

Section 2: Designated ELD						
	Depth			**Frequency**		
How deeply and with what frequency do the designated ELD materials …	Not present	Present but not specific to content	Embedded into material's design	Not present	In a few units	Every unit
2.1 Build bridges with core content and cite clear lesson objectives based in the CA ELD Standards and aligned with the appropriate content standards?						
2.2 Provide students with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks?						
2.3 Make students' proficiencies with academic English and literacy in the content area the main focus of instruction and strategically build those proficiencies?						
2.4 Create opportunities for students to communicate in meaningful ways using increasingly sophisticated English as they move along the ELD continuum?						
2.5 Focus on meaning, the language demands of ELA, Math, Science and Social Studies and the language of texts and tasks critical for understanding meaning?						
2.6 Focus on learning about how English works in content areas (or disciplinary areas), based on purpose, audience, topic, and text type, with attention to discourse practices, text organization, grammatical structures, and vocabulary?						
2.7 Support teachers in contextualizing language instruction, building on background knowledge, and providing the appropriate level of scaffolding (both planned and just in time) based on individual differences and needs?						
2.8 Support teachers in monitoring student progress through informal observations and ongoing formative assessment practices to prioritize students' (cultural and) linguistic strengths and needs.						

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Section 3: Culture & Access						
	Depth			**Frequency**		
How deeply and with what frequency do the materials ...	Not present	Present but not specific to content	Embedded into material's design	Not present	In a few units	Every unit
31. Provide opportunities to draw on and incorporate students' cultural background, interests, and lived experiences in their learning and authentically reflect the worlds, experiences, cultures and families of children in your district?						
3.2 Value and build on primary language and culture and other forms of prior knowledge as well as access native language knowledge and cognates as vital linguistic resources?						
3.3 Provide access for English Learners to participate in grade-level, standards based curriculum and build content knowledge alongside their peers, setting them on a pathway to meeting the college- and career-ready standards?						
3.4 Foster progression through the language proficiency levels toward academic English language proficiency by scaffolding ELs access to content knowledge through differentiated language objectives by EL proficiency level, differentiated frames, and differentiated supports for participation?						
3.5 Offer Universal Access materials that support the specific needs of English Learners and enhance and extend differentiated instruction beyond what is in the teacher edition?						

Section 4: Teacher Supports

How deeply and with what frequency do the materials ...	Depth			Frequency		
	Not present	Present but not specific to content	Embedded into material's design	Not present	In a few units	Every unit
41. Provide educative resources for teachers to understand English Learner needs specific to the content being taught?						
4.2 Implement research-based practices designed specifically for English Learners and the content being taught?						
4.3 Provide scaffolds grounded in formative assessment practices of student strengths and needs, and designed to move from simple to rigorous language supports that eventually fade out as students gain proficiencies with the language?						
4.4 Contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective CA CCSS and CA NGSS standards-based instruction?						

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Section 5: Assessment						
	Depth			**Frequency**		
How deeply and with what frequency do the materials ...	Not present	Present but not specific to content	Embedded into material's design	Not present	In a few units	Every unit
5.1 Include California standards-aligned assessments for planning instruction, determining effective grouping strategies, and measuring the effectiveness of instruction by progress monitoring?						
5.2 Offer a variety of item types (selected/constructed response, 5.3 performance tasks, open ended questions, technology embedded and technology enhanced, etc.) included in the assessment tools?						
5.4 Measure student progress toward mastery of the standards, both content and ELD with short, medium, and long cycle assessment?						

Section 6: Student Supports

How deeply and with what frequency do the materials ...	Depth			Frequency		
	Not present	Present but not specific to content	Embedded into material's design	Not present	In a few units	Every unit
6.1 Provide open-ended, higher level questions where students explain their thinking in multiple ways, including collaborative (engagement in dialogue with others), interpretive (comprehension and analysis of written and spoken texts), and productive (creation of oral presentations and written texts), against grade level standards?						
6.2 Offer differentiated scaffolding for ELs to access and express grade level content with language that demonstrates grade level rigor?						
6.3 Integrate collaborative writing, speaking and listening objectives with language and content learning?						
6.4 Leverage instructional strategies that support ELs in engaging in collaborative conversations with peers based in grade level content and language?						
6.5 Include research and inquiry to develop knowledge (e.g., conceptual themes, essential questions, or short projects)?						
6.6 Provide language instruction (conventions of standard English, knowledge of language, and vocabulary) purposefully integrated in reading, writing, speaking & listening instruction?						
6.7 Explicitly teach writing that is connected to the reading and include opportunities for speaking and listening and collaboration.						
6.8 How does embedded, integrated ELD instruction allow students to interact and engage in collaborative, interpretive, and/or productive modes in meaningful ways to learn about how English works?						

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